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SENATE COUNCIL

1. General Information

1a. Submitted by the College of: EDUCATION

Date Submitted: 2/18/2014

1b. Department/Division: College of Education

1c. Contact Person

Name: Susan Cantrell

Email: susan.cantrell@uky.edu

Phone: 859-257-6731

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: Yes⁴

2b. Prefix and Number: EDC 625

2c. Full Title: Literacy Leadership P-12

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 1

SEMINAR: 2

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: The purpose of this course is to prepare literacy professionals to facilitate positive change in school and community settings through program development and evaluation, mentoring, and advocacy. Students will: understand and assume various roles as literacy leaders; learn how to develop, implement, and evaluate effective research-based literacy programs and practices; learn how to design, facilitate, lead, and evaluate effective professional development programs for professional educators; learn how to mentor colleagues and work collaboratively with families, teachers, administrators, policymakers, and community members in individual and group contexts; and learn how to influence local, state, and national policy decisions related to literacy education.

2k. Prerequisites, if any:

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 20

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: Yes

If YES, list affected programs: Masters Degree in Literacy

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name: Susan Cantrell

Instructor Email: susan.cantrell@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? This course will be offered synchronously online through Adobe Connect or a similar platform. The instructor will be available via email, phone, and online conferencing for consultation with students outside of class meeting times. The syllabus conforms to university expectations for distance learning.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. Students will engage in similar readings, research investigations, and discussions (through Blackboard and Adobe Connect) that they would experience in a classroom-based setting. Classroom goals and assessments will be similar.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. The integrity of student work is ensured by having a password-protected Blackboard site for the course. No exams are given. All written work is submitted to the instructor for grading. The academic offense policy is stated in the syllabus.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? Yes.

If yes, which percentage, and which program(s)? Over 50% of courses in the literacy masters program in Curriculum & Instruction will be offered through distance learning.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Information about student services as well as information for students with special needs (e.g. religious absences, etc) is also included in the syllabus (p. 5).

6. How do course requirements ensure that students make appropriate use of learning resources? Links to course readings and online research activities are provided in the course Blackboard shell. Modules for each week will be posted in the course shell.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Access to laboratories and equipment is not needed for this course.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? Technological requirements, Technological assistance information, and Technology Customer Service Center information is listed at the beginning of the syllabus.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. The course will be online using a program like Adobe Connect.

10. Does the syllabus contain all the required components? YES

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Susan Cantrell

SIGNATURE|MYRT|Martha L Geoghegan|EDC 625 NEW College Review|20140203

SIGNATURE|ZNNIKO0|Roshan N Nikou|EDC 625 NEW Graduate Council Review|20140304

Courses **Request Tracking**

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

Attachments:

Upload File

ID	Attachment
Delete 3099	EDC_625_Literacy_Leadership_P-12_final.docx

1

Select saved project to retrieve...

(*denotes required fields)

1. General Information

a. * Submitted by the College of: Submission Date:

b. * Department/Division:

c. * Contact Person Name: Email: Phone:

* Responsible Faculty ID (if different from Contact): Email: Phone:

d. * Requested Effective Date: Semester following approval OR Specific Term/Year

e. Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

Inquiry - Arts & Creativity Composition & Communications - II

Inquiry - Humanities Quantitative Foundations

Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning

Inquiry - Social Sciences U.S. Citizenship, Community, Diversity

Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes No

b. * Prefix and Number:

c. * Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed ² with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours² for each meeting pattern type.

<input checked="" type="checkbox"/> 1 Lecture	<input type="checkbox"/> Laboratory ¹	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input checked="" type="checkbox"/> 2 Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain: <input type="text"/>		

g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail Graduate School Grade Scale

h. * Number of credits:

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

The purpose of this course is to prepare literacy professionals to facilitate positive change in school and community settings through program development and evaluation, mentoring, and advocacy. Students will: understand and assume various roles as literacy leaders; learn how to develop, implement, and evaluate effective research-based literacy programs and practices; learn how to design, facilitate, lead, and evaluate effective professional development programs for professional educators; learn how to mentor colleagues and work collaboratively with families, teachers, administrators, policymakers, and community members in individual and group contexts; and learn how to influence local, state, and national policy decisions related to literacy education.

k. Prerequisites, if any:

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 20

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

The course will be of interest to students in educational leadership programs and roles.

8. * Check the category most applicable to this course:

- Traditional - Offered in Corresponding Departments at Universities Elsewhere
 Relatively New - Now Being Widely Established
 Not Yet Found In Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement ^a for ANY program? Yes No

If YES ^a, list affected programs::

Masters Degree in Literacy

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identification of add assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10 attached.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix:	EDC 625	Date:	11/12/2013
Instructor Name:	Susan Cantrell	Instructor Email:	susan.cantrell@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered.			
Internet/Web-based <input checked="" type="checkbox"/> Interactive Video <input type="checkbox"/> Hybrid <input type="checkbox"/>			

Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?

This course will be offered synchronously online through Adobe Connect or a similar platform. The instructor will be available via email, phone, and online conferencing for consultation with students outside of class meeting.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, and student learning outcomes, etc.

Students will engage in similar readings, research investigations, and discussions (through Blackboard and Adobe Connect) that they would experience in a classroom-based setting. Classroom goals and assessments will be similar.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic policy; etc.

The integrity of student work is ensured by having a password-protected Blackboard site for the course. No exams are given. All written work is submitted to the instructor for grading. The academic offense policy is stated in the syllabus.

4. Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form as defined above?

Yes.

Which percentage, and which program(s)?

Over 50% of courses in the literacy masters program in Curriculum & Instruction will be offered through distance learning.

*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery is 12 months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

Information about student services as well as information for students with special needs (e.g. religious absences, etc) is also included in the syllabus (p. 5).

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

Links to course readings and online research activities are provided in the course Blackboard shell. Modules for each week will be posted in the course shell.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

Access to laboratories and equipment is not needed for this course.

Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

Technological requirements, Technological assistance information, and Technology Customer Service Center information is listed at the beginning of the syllabus.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

Yes

No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. The course will be online using a program like Adobe Connect.

10. Does the syllabus contain all the required components, below? Yes

- Instructor's *virtual* office hours, if any.
- The technological requirements for the course.
- Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
- Procedure for resolving technical complaints.
- Preferred method for reaching instructor, e.g. email, phone, text message.
- Maximum timeframe for responding to student communications.

- Language pertaining academic accommodations:
 - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation detailing the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/libraries/DLIS>)
 - Caria Cantagallo, DL Librarian
 - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
 - Email: dlservice@email.uky.edu
 - DL Interlibrary Loan Service: http://www.uky.edu/libraries/libpage.php?web_id=253&lib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Susan Cantrell

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help>)

Revised 8/09

¹²¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

¹²² The chair of the cross-listing department must sign off on the Signature Routing Log.

¹²³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. A meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

¹²⁴ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

¹²⁵ In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal Save Current Changes

EDC 625: Literacy Leadership P-12

Instructor:	Dr. Susan C. Cantrell
Office Location	319 Dickey Hall
Phone Number	859-576-4714 (cell)
Email	Susan.cantrell@uky.edu
Office Hours	Before/after class and by appointment
Technological Requirements	Computer with internet access and microphone or access to UK computer facilities.
Course website	Blackboard: https://elearning.uky.edu/
Preferred method for contacting instructor	Email
Anticipated Response Time	Within 24 hours during the work week.
Technological Assistance	Contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859-257-1300
Distance Learning Library Services	DL Librarian: Cantagallo, Carla Phone: (859) 218-1240 Email: dllservice@email.uky.edu DL Interlibrary Loan Service: http://libraries.uky.edu/page.php?lweb_id=253

Purpose

The purpose of this course is to prepare literacy professionals to facilitate positive change in school and community settings through program development and evaluation, mentoring, and advocacy.

Learning Outcomes*

1. Students will understand and assume various roles as literacy leaders.
2. Students will learn how to develop, implement, and evaluate effective research-based literacy programs and practices.
3. Students will learn how to design, facilitate, lead, and evaluate effective professional development programs for professional educators.
4. Students will learn how to mentor colleagues and work collaboratively with families, teachers, administrators, policymakers, and community members in individual and group contexts.
5. Students will learn how to influence local, state, and national policy decisions related to literacy education.

*Assessments and standards linked to each course objective are identified in the matrix at the end of this syllabus:

Required Texts

International Reading Association. (2010). *Standards for reading professionals*. Newark, DE: International Reading Association. Available online at:
<http://www.reading.org/general/CurrentResearch/Standards/ProfessionalStandards2010.aspx>

Hasbrouck, J., & Denton, C. (2005). *The reading coach: A how-to manual for success*. New York: Sopris West Educational Services.

Vogt, M. E., & Shearer, B. A. (2011). *Reading specialists and literacy coaches in the real world* (3rd ed.). New York: Pearson.

Optional Text

Walpole, S. & McKenna, M. *The literacy coaches' handbook: A guide to research-based practice*. New York: Guilford Press.

Tentative Course Outline

Date	Topics	Readings & Class Preparation	Assignments Due
8/29	Introduction: Historical Context for Literacy Teaching and Learning	Vogt & Shearer (2011) Ch. 1	
9/5	What is a Literacy Professional?	Vogt & Shearer (2011) Ch. 2 Hasbrouck & Denton (2005) Chs. 1, 3 Choose one of the following be prepared to discuss: IRA Position Statement: Teaching All Children to Read: The Roles of the Reading Specialist. http://www.reading.org/General/AboutIRA/PositionStatements/ReadingSpecialistPosition.aspx IRA Position Statement: The Role and Qualifications of the Reading Coach in the United States http://www.reading.org/General/AboutIRA/PositionStatements/ReadingCoachPosition.aspx	
9/12	Foundational Knowledge for Literacy Professionals	Hasbrouck & Denton (2005) Ch. 2 Vogt & Shearer (2011) Chs. 8 & 9 Create an account at and explore:	

		http://ncte.connectedcommunity.org/LCC/Home/ and http://www.literacycoachingonline.org/	
		Be prepared to discuss ways in which literacy leaders might use these sites for their own leadership development.	
9/19	Collaborating to Create a Vision for Literacy	Vogt & Shearer (2011) Ch. 3 Bring a school vision statement and be prepared to discuss what it conveys about group beliefs about literacy.	
9/26	Determining a School's Literacy Needs and Developing a Plan	Vogt & Shearer (2011) Ch. 4 Create 5 interview questions for a needs assessment.	
10/3	Evaluating and Selecting Assessments in the School	Vogt & Shearer (2011) Ch. 5 Explore the two links at this site. http://www.kentuckyliteracy.org/resources/literacytools Select at least two assessments at each level and be prepared to discuss the strengths and weaknesses of the assessments and for what purposes the assessments are best used (diagnostic, formative, group, etc.)	
10/10	Evaluating and Selecting Interventions and Materials in the School	Vogt & Shearer (2011) Chs. 6, 10 Hasbrouck & Denton (2005) Ch. 7 Explore http://ies.ed.gov/ncee/wwc/findwhatworks.aspx Be prepared to share insights about at least three intervention programs with which you are familiar in terms of research support.	
10/17	Kentucky Reading Association Conference	Betsy Baker article (TBA) http://www.kyreading.org/Conference.aspx	
10/24	Mentoring Teachers: Working with Teachers/Fostering	Hasbrouck & Denton (2005) Ch. 4 *view video and complete observation template (TBA)	Evaluation Due

	Relationships	Bring CLL notebook	
10/31	Mentoring Teachers: Problem Solving	Hasbrouck & Denton (2005) Chs. 5, 6 *view video of clinic partner and complete observation template. Share draft feedback for clinic partner (TBA)	
11/7	Teaching Teachers: Developing Effective Professional Development and Demonstration Lessons	Hasbrouck & Denton (2005) Ch. 8 Vogt & Shearer (2011) Ch. 11 Bring a draft Professional Development Plan and be prepared to share it and receive feedback from your colleagues Bring CLL notebook	
11/14	Literacy Advocacy	Vogt & Shearer (2011) Ch. 12 http://www.ncte.org/policy-research/briefs http://www.reading.org/general/CurrentResearch.aspx Read a policy brief, white paper, or several resolutions from the NCTE or IRA websites. Be prepared to share the content of your reading and your reflections on educators' roles as literacy advocates. Bring CLL notebook	Professional Development Plan Due
11/21	Helping Teachers work with English Learners	Vogt & Shearer (2011) Ch. 7 Bring CLL notebook	Advocacy Project Due
11/28	Happy Thanksgiving—No Class		
12/4	Literacy Research Association Conference—No Class		
12/12	Sharing Our Accomplishments in Leadership	Prepare a creative way to share your CLL project.	CLL Project Due

Course Requirements and Evaluation

Evaluation Project	175 pts.	35%
Professional Development Plan	75 pts	15%
Individual Collaborative Leading/Learning Project	150 pts.	30%
Advocacy Project	75 pts.	15%
Participation & Preparation	<u>25 pts.</u>	5%
TOTAL	500 pts.	

Grading Scale

- A = **Superior** work that meets all criteria and shows exceptional merit and creativity (90-100%)
 B = **Excellent** work that meets all criteria and shows effort (80-89%)
 C = **Adequate** work which meets all criteria (70-79%)
 E = **Poor** work (69% and below)

Late Assignments

Late assignments may be penalized 20% of their total point value if turned in 24 hours following the due date. Further penalties may be assessed if turned in beyond that point. The instructor may return assignments for revision if they do not meet minimum requirements. The final grade in such instances will represent an average of the original and the revised grade. Exceptions may be made for students with extenuating circumstances. Students who have problems with absences or completing assignments should contact the instructor as soon as the problem arises.

Attendance

Your attendance and thoughtful participation are essential in this class! Unexcused absences will result in the loss of 1% from the final grade. For an absence to be excused, you must:

- 1) Email or call me before the start of class (or as soon as is reasonably possible) to let me know of your absence
- 2) Contact me to learn about what you missed and to arrange to make up any missed work

You also may be required provide documentation, depending on the nature of your absence (e.g., doctor's note). The instructor may also excuse other absences at her discretion for unusual circumstances.

S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences:

- a) serious illness;
- b) illness or death of family member;
- c) University-related trips;
- d) major religious holidays;
- e) other circumstances determined by the instructor to be "reasonable cause for absence".

According to the Rules of the University Senate, those students who miss more than 20% of the class FOR ANY REASON may be dropped by the instructor from the class. This is true even if you are sick and have medical excuses. The rationale for this rule is that people who miss more than 20% are not really receiving the content of the course.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (257-2754).

Students with Special Needs

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides a reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please notify your instructor and contact the Disability Resource Center (Mr. Jake Karnes, jkarnes@uky.edu) 257-2754, room 2 Alumni Gym.

The course will be conducted with openness and respect to all individuals' points of view and experience. The activities and discussions will not tolerate discrimination or prejudice toward any person or group's religion, ethnicity, disability, gender, or sexual orientation.

Statement on Plagiarism

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have permission of that person. Plagiarism is one of the worst academic violations, for the plagiarist destroys trust among others. Plagiarism, cheating and other forms of academic dishonesty are serious offenses that lead to significant consequences. Anyone found to be cheating or plagiarizing will receive an automatic E in this course. Furthermore, serious consequences from the university could follow.

UK College of Education Professional Themes

This course will address the four themes of the conceptual framework for the UK professional education unit: **research**, **reflection**, **learning**, and **leading**. Students will read, analyze, discuss, and apply **research** with a focus on literacy leadership. Students will use analytical and problem-solving skills to **reflect** on literacy leadership and their own **learning** process. The emphasis on professional leadership will develop practitioners who will be active in **leading** colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Assessments/Projects

The four assignments in this course are designed to prepare you for work you will do as a literacy professional. The assignments will provide practical, job-embedded experiences that will build your competencies related to relevant standards identified in the syllabus. Each project is described in detail below.

Assignment #1. Program Evaluation

The purpose of this project is to provide you with experiences that will help you, as a literacy specialist candidate, to evaluate school-wide reading programs.

Guidelines for the project (detailed below) provide dimensions of exemplary reading programs for you to examine and evaluate. These dimensions are based on the International Reading Association's guidelines for its Exemplary Reading Program Award (ERPA) guidelines (http://www.reading.org/resources/AwardsandGrants/professional_exemplary.aspx).

Your goal in this project is to conduct observations and interviews, and gather artifacts that will provide evidence of the school's literacy practices. You will then weigh this evidence against standards of research-based best practice to provide critical analysis and evaluation of the school's program. This process will assist you, as a future literacy leader, to select and evaluate reading programs, foster best practices across grade levels and content areas, select reading materials, develop and evaluate a school vision for reading, develop and/or evaluate support services, and foster parent and community relationships. You will utilize research methods (interviewing and making observations) and draw from current research to enhance your project and experience.

In order to gather sufficient evidence to evaluate the program you should gather a minimum of:

1 Observation: Your observation should be used to find information about the 10 Exemplary Reading Program (ERPA) guidelines below. Before observing you must gain permission from the building administrator and any teachers you are observing. Please be considerate as schedule these observations and be minimally invasive. You might choose to observe the entire school, literacy instruction in a classroom, or literacy instruction that a specialist provides. Type your observational notes and include them in an appendix at the end of your paper.

In your observations and notes try to be factual and descriptive rather than evaluative. That is, describe what is there. Avoid evaluative language such as, "There were **only** two books on the shelves in the classroom." Your evaluation will come later. Your goal in the observations and interviews is just to gather factual information.

3 Interviews: [One must be with a building administrator, one must be with a literacy professional (either a literacy specialist/coach, reading recovery teacher, etc.), one must be with a classroom teacher]. Interviews should inform your evaluation of the 10 ERPA guidelines below. Your questions should be typed and planned ahead of your interview. Try to ask questions that will shed light upon the 10 ERPA guidelines, but try to ask them in an open-ended manner that will yield sufficient information (i.e., Tell me about your school's reading program. Tell me about the reading materials used throughout the school.). Try to avoid yes/no questions or closed-ended questions. Ask follow-up questions as needed to help you understand the program fully. Include your interview and interviewee's responses in an appendix at the end of your paper.

Option: Consider administering a needs assessment survey patterned after the examples provided in your Vogt and Shearer (2011) text to a number of teachers in the school.

Artifacts: Gather any artifacts (e.g., curriculum maps, lesson plans, program descriptions) that are available. You might ask building administrators, literacy specialists/coaches, or teachers during their interviews to bring along copies of any documents that might help describe the program. Then ask if

they would be willing to give you a copy. Include copies of any artifacts gathered in an appendix at the end of your paper.

These data sources, along with any data you can mine from the internet, will be your primary sources of information to inform your evaluation.

Based on the data you gather you will write a paper that describes the school's program and evaluates it. Your paper should include the following elements:

- A. Description of the School.** Provide a detailed description of the school, but you must keep the identity of the school anonymous. Include demographic information about the district as a whole. Such information is available at http://proximityone.com/sd_ky.htm or http://proximityone.com/ky_sdc.htm. As well, provide school-specific information such as if the school is private or public and whether the school is located in an urban, suburban, or rural area. Tell the grade levels served in the school. Write about the ethnic and linguistic background of the students in the school. Include the socioeconomic breakdown of the students, the per pupil expenditure in the school, how much time is allocated for reading/language arts per week, and approximate class size. As well, include an overall picture of the school's performance on statewide assessments and teacher performance. Such information is available on the Kentucky Department of Education's website under "School Report Cards" <http://education.ky.gov/research/Pages/default.aspx>.
- B. In-depth Description of the Reading Program.** Provide a detailed description of the school's overall program and their philosophy. What is the program? What is the philosophy behind the program? How is the program implemented, etc. Is it a reading series? Is it a mix of programs? How strictly is the program followed by all? etc.

Also include an in-depth description of whether the reading program aligns with the cultural backgrounds, language, and/or learning needs of the students who attend the school. Then link your findings to current research.

- C. Evaluation of the Reading Program Using IRA's 10 Exemplary Reading Program Guidelines.** This portion of your paper should provide an evaluation of each of IRA's 10 ERPA guidelines. Your writing in this part should be narrative (rather than bulleted lists), but it may include charts, graphs, figures, or photos. Your evaluation of each guideline should include two components:
- (a) A factual narrative description of the evidence you found related to each guideline, and
 - (b) Your professional critique and evaluation of that evidence in which you **cite appropriate research and theory to support your evaluation and/or link your evaluation to learning standards.**

For the evaluation, you might consider using IRA's "score card" that their evaluators use to evaluate schools (see below).

- 1. The reading program is consistent with sound theory, research, and practice.**
 - Instruction is based on current research.
 - The design of the program is based on a needs assessment and includes recommendations of participants, teachers, administrators, and supervisors as an ongoing process.
 - Teachers are provided time for action research, planning, executing, and reporting new ideas.
 - Staff is routinely provided with information regarding valid research and current practice. Teaching strategies such as cooperative learning, whole class teaching, small group instruction, and integrated reading are used. Give three examples.
 - Evidence of changes that have occurred in the program as a result of recent research is apparent.

- 2. The reading program facilitates student learning.**
 - The design of the program is based on a needs assessment and includes recommendations of participants, teachers, administrators, and supervisors.
 - The program includes training that prepares teachers to observe and coach one another.
 - The program is based on what we know about children and how they learn.
 - Staff is routinely provided with information regarding valid research and best practices.
 - Time and resources for staff development are provided in and outside of the school day.
 - Teachers have opportunities to interact with other professionals regarding student learning and best instructional practices.

- 3. Students have access to a wide variety of reading materials.**
 - Time is provided daily for independent reading.
 - There is evidence of open access to and wide use of library books. Data must be given to support usage.
 - Intrinsic and extrinsic motivations to read are evident.
 - Teachers and other adults read aloud to students.
 - Students read and share books with their peers.
 - Money is provided for books to promote recreational reading.
 - Time is allowed for students to choose books from both the classroom and school library.
 - There are special celebrations for reading.
 - There are opportunities for teachers, administrators, and students to share reading interests.

- 4. Students demonstrate success in reading.**
 - Data are used to promote continuous improvement in reading instruction.
 - Individual, as well as group, diagnosis is provided.

- There is evidence of data regarding attitudes of faculty, parents/community, and students toward reading.
 - A variety of ongoing assessments are used.
 - Teachers take responsibility for teaching each child to read.
- 5. Comprehension strategies are taught and applied across the curriculum.**
- Comprehension strategies are taught as basic reading instructional practices.
 - A core of comprehension strategies is taught in the content areas.
 - There is evidence of direct reading instruction in the content areas.
- 6. Listening, speaking, viewing, and writing are integrated into and support the reading program.**
- There are at least three indicators of an integrated reading program.
 - The school has allocated time for reading.
 - Literature is used beyond the basal reading in a reading program (i.e., literature-based, novels as part of the program, etc.)
 - Children write books and share them with other students.
 - There are extended activities that combine literature and language arts.
- 7. Administrators and teachers provide leadership and vision for the building and/or district reading program.**
- Administrators
 - analyze and use evaluation data
 - assist with evolvement of classroom reading program
 - provide human and material resources to attain district/school reading program goals
 - provide time, encouragement, and resources for teachers to participate in professional development activities
- 8. The school and/or district offers support services to the program.**
- Special services are provided for students with reading difficulties
 - The reading staff members are certified and trained in reading instruction and development
 - Focus is placed on early intervention of at-risk students who are beginning to learn to read
 - Enrichment programs are provided for the more advanced readers
- 9. Literacy activities occur outside of school.**
- Reading assignments are provided for students
 - Library assignments such as research, outlining, studying, reading books, etc., are evident
 - There are at least four indicators of literacy activities that occur outside of school
- 10. The community, including parents, is involved in the reading program.**
- School involves volunteers in a variety of ways
 - Community advisory groups provide input into the reading program

- The community is kept informed through various means of communication
 - The business community is involved through such avenues as community-school partnerships, business partnerships, volunteers, tutoring, etc.
 - Parents are informed of child's progress through a variety of methods
 - Parents are a part of recreational reading programs
 - The school provides support for parents and provides family literacy experiences
- D. Recommendations.** In this part of your paper provide a list of 5-7 recommendations for the school relating to the literacy program. These recommendations should be based on the evidence you gathered and your evaluation of that evidence. You should also aim to tie your recommendations to relevant theory and/or research, and link them to standards. For each recommendation, include priorities as well as suggest what professional development and resources might be needed to accomplish the recommendation.
- E. Reflections.** In this section you should provide a thoughtful reflection on your evaluation experience. You might consider reflecting on: the evaluative process (e.g., gathering data, analyzing data); your findings (e.g., exemplary practices, worrisome practices); and/or future practices.
- F. Reference List.** Any references cited in the paper should appear in a reference list at the end of the paper. The reference list, and the paper itself, must be in APA style (6th Edition). If you are unfamiliar with APA style, you should purchase the 6th Edition of the handbook of the American Psychological Association (APA) and use it as a guide or go online for a basic APA tutorial <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>.
- G. Appendices (Observations, Interviews, Artifacts).** Provide one appendix for each data source you gathered. Appendix A should include your typed observation notes. Appendix B should include your interviews and responses to questions asked or surveys used. Appendix C should include any artifacts you gathered.

**Reading Program Evaluation
Scoring Guide**

Please organize the sections of your paper according to this checklist. You can include headings and/or subheadings, but be sure to adhere to the APA Style Guide.

Criteria	Possible Points	Points Earned
Includes a thorough description of the school while not revealing the actual name of the school (type of school, grade levels, ethnicity of students, urban, suburban, or rural, socioeconomic breakdown of students, per pupil expenditure, reading time, and approximate class size)	10	
Includes an in-depth description of the reading program, including core programs, assessments, and interventions.	10	
Describes and evaluates how the reading program aligns or does not align with the cultural backgrounds, language, and/or learning needs of the students who attend the school. The description and evaluation are then grounded in current research in this area.	10	
Describes how consistent the OVERALL reading program is with sound theory, research, and practice. Research cited is current and critically evaluated.	10	
Evaluates how the reading program facilitates student learning.	10	
Describes student access to a wide variety of reading materials.	5	
Provides an analysis of how successful students are in the area of reading and provides assessment data overview to support.	10	
Describes and evaluates how comprehension strategies are taught and applied across the curriculum and links findings to learning standards.	10	
Describes and evaluates how listening, speaking, viewing, and writing are integrated into and support the reading program and links findings to learning standards.	10	
Describes and evaluates how the administrators and teachers provide leadership and vision for the building and/or district reading program.	10	

Identifies and evaluates how the school and/or district provides support services for the reading program.	5	
Describes and evaluates what kinds of literacy activities, if any, occur outside of the school.	5	
Describes and evaluates how the community and parents are involved in the reading program.	5	
Provides several (5-7) thoughtful recommendations to the school relating to the reading program in one-two pages. Identifies priorities, and suggests professional development and resources for each recommendation. Recommendations are grounded in current research and learning standards.	20	
Includes a 2-3 page thoughtful reflection on experiences, further questions, impact on ideas about an exemplary (or not so exemplary) reading program, and influence on future practices.	20	
Interview questions and responses are typed and included. Information gleaned from the interview should be integrated throughout the paper. Include as Appendix A.	5	
Observation notes are typed and included as Appendix B. Information gleaned from the observation (s) should be integrated throughout the paper.	5	
References Page (NOT Works Cited or Bibliography as these are not APA Style). All citations within the paper should be included in the list of references. Be sure that references are double-spaced throughout (between and among) – not double-double or single spaced and in alphabetical order. Do not alter the given order of the authors of the articles!	5	
Writing is exemplary. Includes appropriate organization and mechanics (grammar, spelling, punctuation, etc.).	5	
Use of APA Style is appropriate throughout the project.	5	
TOTAL	175	

INTERNATIONAL READING ASSOCIATION
Exemplary Reading Program Award
Visitation Scoring Card

0 = No evidence 4 = High Evidence Rating (Circle one)

- | | |
|--|-----------|
| 1. The reading program is consistent with sound theory, research and practice. | 0 1 2 3 4 |
| 2. The reading program facilitates student learning. | 0 1 2 3 4 |
| 3. Students have access to a wide variety of reading materials. | 0 1 2 3 4 |
| 4. Students demonstrate success in reading. | 0 1 2 3 4 |
| 5. Comprehensive strategies are taught and applied across the curriculum. | 0 1 2 3 4 |
| 6. Listening, speaking, viewing and writing are integrated into and support the reading program. | 0 1 2 3 4 |
| 7. Administrators and teachers provide leadership and vision for the building and/or district reading program. | 0 1 2 3 4 |
| 8. The school and/or district offers support services to the program. | 0 1 2 3 4 |
| 9. Literacy activities occur outside of school. | 0 1 2 3 4 |
| 10. The community, including parents, is involved in the reading program. | 0 1 2 3 4 |

OVERALL TOTAL: _____

Assignment #2. Professional Development Plan

This project provides you with the opportunity to develop a plan for designing professional development. Ideally, you should begin by conducting a needs assessment within the professional learning community or conducting an evaluation of the school/district reading program. This information should inform the direction of your professional development. In this course, it would be helpful then to conduct your evaluation of the reading program first. Then, develop this professional development plan.

Based on one of the recommendations in your Program Evaluation, you will identify an area of need for professional development. You will develop a comprehensive Professional Development Plan covering at least one year for a group of teachers in the building. You will use the template in Chapter 11 of Vogt & Shearer (2011) for this assignment. A blank template is available on the text's companion website. A sample PDP is shown on pp. 227 and 228 of your text.

Professional Development Plan Scoring Guide

Criteria	Possible Points	Points Earned
Goals Goals are directly linked to findings of the evaluation and based on data collected. They are appropriately prioritized. At least 3 goals are identified.	10	
Current Materials/Approaches Plan identifies what materials and approaches, related to plan focus, teachers are currently using (from program evaluation).	5	
Professional Resources & Activities Resources and activities are appropriate and linked directly to goals. If resource connection is not obvious, appropriate explanations are provided. Plan clearly specifies what resources are needed; how many, and for whom. Activities reflect logical use of resources. Activities are consistent with research and theories on adult learning.	10	

<p>Professional Development, Workshops, Presentations, & Demonstration Lessons Activities are appropriate and directly linked to goals. Activities are consistent with research and theories on adult learning and effective professional development. Sufficient numbers of activities are planned to accomplish goals. Demonstration lessons are research based and directly linked to goals.</p>	10	
<p>Coaching/Mentoring Ideas promote teacher self-assessment and build a culture of shared learning among teachers. Opportunities for mentoring or peer coaching are included.</p>	10	
<p>Outcomes and Evaluation Outcomes are measurable objectives connected directly to the goals of the plan. Outcomes are comprehensive in that all of the goals are addressed. Specific measures for each outcome are clearly defined.</p>	10	
<p>Budget Budget is reasonable and reflects a sound professional judgment about the costs of the planned activities</p>	5	
<p>Timeline Timeline is logical, realistic, and comprehensive (covers all of the activities you have identified in your plan).</p>	10	
<p>Professionalism Plan is free of typographical or mechanical errors and is visually pleasing.</p>	5	
<p>Total</p>	75	

Assignment #3. Individual Collaborative-Leading-Learning (CLL) Project

The CLL project will provide an opportunity to engage in reflective and supportive conversations intended to positively influence an individual teacher's development and practices. You will work with an individual teacher who is interested in focused work on developing professionally in a specific area of literacy teaching and from whom you can learn, as well. You will document a minimum of 6 hours of engaged time across a minimum of 4 work sessions. Over the course of these sessions, you will (a) conduct a needs assessment and identify an area of focus, (b) develop an action plan that details the ways in which you will work with your colleague on the area of focus, (c) reflect on successes and challenges related to plan implementation, and (d) assess accomplishments and needs in moving forward. The colleague for this project should be a past, current, or potential professional colleague—not a personal friend, neighbor, or relative.

You will submit the following artifacts to document your CLL experience:

1. **Professional Needs Assessment Report**—During your first session, you will conduct a conversational interview, using questions we develop in class, to help identify the area of focus for collaboration. Your report will include the following sections: (a) a description of the teacher's background, (b) a brief description of the teaching context, (c) a summary of the teacher's answers to the interview questions, and (d) a rationale for the selected area of focus.
2. **Collaborative Action Plan**—During your second session, you will create an action plan. You will use the template we create in class to describe the plans for the work, including session meetings, session topics, growth activities, and ongoing communication and mutual support.
3. **Work Session Plans and Notes**—You will use the template provided in class (Toll, 2005, p. 76) to identify session plans prior to each session and to reflect on the session each week. You will bring your reflections to class each week to share with your classmates.
4. **Summary Reflection**—You will write a 3-4 paged paper describing and reflecting on your CLL experiences. Look back over your goals and weekly reflections and describe your experiences and the goals that were accomplished through your individual leadership. Then reflect on the experience. What went well? What did you need to change/adapt along the way? What were some surprises? What would you do the same or differently next time? What did you learn about yourself (your strengths and challenges) as a collaborative colleague and a leader?

Note: You will assemble all of this as it is developing in an organized notebook that you bring to class each week. You will not turn in parts ahead of the due date but we will spend time in class with small groups sharing and providing mutual support in the process.

Assignment #4. Advocacy Project

The advocacy project will enable you to participate in and critically evaluate local, state, or national policy issues related to literacy. You will choose one of the following advocacy activities, participate in the activity, reflect on the activity, and share your experiences with the class.

1. Attend a school board or legislative meeting—You will identify an issue that was discussed at the meeting that has implications for literacy instruction and/or literacy learning and consider its implications from a variety of perspectives. You will summarize the experience in a 3-4 page paper that includes the following:
 - a. An introduction that describes the date, location, purpose, and structure of the meeting;
 - b. A summary of major issues addressed at the meeting;
 - c. A more in-depth description of a key issue with implications for literacy
 - d. A critique of the key issue considering the various perspectives of different stakeholders (decision-makers, teachers, parents, students, administrators, etc.)
2. Participate in a literacy-related webinar with policy implications—You will identify and participate in a literacy-related webinar hosted by an advocacy group or government agency (eg. <http://www.all4ed.org/>, <http://www.reading.org/>). You will submit a 3-4 page paper that includes the following:
 - a. An introduction that describes the date of the webinar, the sponsoring agency, the purpose, and intended audience;
 - b. A summary of the content of the webinar;
 - c. A critique of the webinar's content and delivery and implications for literacy
3. Select a hot literacy-related topic and write a position statement—You will identify a key issue in literacy that may be controversial (e.g. dyslexia, phonics instruction, culturally responsive instruction, technology, testing, etc.) You will consider various perspectives and research support, take a stand on the issue, and communicate that stand in a position statement (3-4 pages) designed to inform stakeholders about the issue.
4. Volunteer to work at a professional literacy conference and gather information about the advocacy efforts of the organization (e.g. KRA, KCTE). Submit a 3-4 page paper that details (a) what you did at the conference; (b) what you learned about the professional organization, including its advocacy efforts; (c) what you learned about literacy teaching and learning; (d) how the conference influenced your potential as a literacy leader.
5. Other literacy advocacy effort vetted by the instructor at least 3 weeks in advance of the assignment due date. Product components will be determined based on the nature of the advocacy activity.

**Advocacy Project
Scoring Criteria**

Criteria	Possible Points	Points Earned
Relevance A relevant literacy issue and/or literacy advocacy organization was investigated.	20	
Depth of Content Issues are described in sufficient depth and reflect knowledge of relevant content. Connections are made to current research and learning standards. Impact of the issue on literacy teaching and learning is clear.	20	
Details Sufficient details are provided as to convey full scope of activities that occurred. Sufficient examples are provided that fully illustrate what was accomplished by the effort and what was learned from the endeavor.	20	
Style and Organization Writing is exemplary. Includes appropriate organization and mechanics (grammar, spelling, punctuation, etc.).	15	
Total	75	

Table 1. How EDC 625 Learning Outcomes Align with International Reading Association Standards for Reading Professionals (IRA, 2010) <http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010.aspx>, University of Kentucky College of Education Framework, Kentucky Teacher Standards (EPSB, 2008) <http://www.kvepsb.net/teacherprep/standards.asp>, and Common Core State Standards (CCSSO, 2010) <http://www.corestandards.org/the-standards/english-language-arts-standards>.

EDC 625 Course Objectives	Associated Course Assessments	International Reading Association Standards (IRA, 2010)	COE Framework	Kentucky Teacher Standards (EPSB, 2008)	Common Core State Standards
1. Students will understand and assume various roles as literacy leaders.	Program Evaluation Individual Mentoring Project Professional Development Plan Advocacy Project		4. Leading	KST 7,8,9,10	Wrtg 1 S&L 1, 2
2. Students will learn how to develop, implement, and evaluate effective research-based literacy programs and practices.	Program Evaluation	2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. - Support teachers and other personnel in the design, implementation, and evaluation of the reading and writing curriculum for all students. - Work with teachers and other personnel in developing a literacy curriculum that has vertical and horizontal alignment across pre-K-12 - Support classroom	1. Research 4. Leading	KST 5,7,10	Rdg 1, 3, 4 Wrtg 1,2,3,4

		<p>teachers and education support personnel to implement instructional approaches for all students.</p> <ul style="list-style-type: none"> - As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write. <p>2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.</p> <ul style="list-style-type: none"> - Support classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs and abilities of all learners. - Lead collaborative school efforts to evaluate, select, and use a variety of instructional materials to meet the specific needs and abilities of all learners. <p>3.1: Understand types of assessments and their</p>			
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		<p>purposes, strengths, and limitations.</p> <ul style="list-style-type: none"> - Explain district and state assessment frameworks, and proficiency standards, and student benchmarks. <p>3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.</p> <ul style="list-style-type: none"> - Collaborate with and provide support to all teachers in the analysis of data, using the assessment results of all students. - Lead schoolwide or larger scale analyses to select assessment tools that provide a systemic framework for assessing the reading, writing, and language growth of all students. <p>3.3: Use assessment information to plan and evaluate instruction.</p> <ul style="list-style-type: none"> - Lead teachers in analyzing and using classroom, individual, grade-level, or schoolwide assessment 			
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		<p>data to make instructional decisions.</p> <ul style="list-style-type: none"> - Plan and evaluate professional development initiatives using assessment data. 			
<p>3. Students will learn how to design, facilitate, lead, and evaluate effective professional development programs for adult learners.</p>	<p>Professional Development Plan</p>	<p>Standard 6: Professional Learning and Leadership -- Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.</p> <ul style="list-style-type: none"> - Use literature and research findings about adult learning, organizational change, professional development, and school culture in working with teachers and other professionals. - Use knowledge of students and teachers to build effective professional development programs. - Use the research base to assist in building an effective, schoolwide professional development 	<p>4 Leading</p>	<p>KST 9,10</p>	<p>S & L 1, 2</p>

<p>4. . Students will learn how to mentor colleagues and work collaboratively with families, teachers, administrators, policymakers, and community members in individual and group contexts.</p>	<p>Professional Development Plan Individual Mentoring Project</p>	<p>6.3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs. - Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators, and facilitate group meetings. - Support teachers in their efforts to use technology in literacy assessment and instruction.</p>	<p>3. Learning</p>	<p>KTS 7,8,9,10</p>	<p>Rdg 1, 3, 4 Wrtg 1, 2, 3, 4</p>
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		<p>collaboratively with teachers and administrators, and facilitate group meetings.</p> <ul style="list-style-type: none"> - Support teachers in their efforts to use technology in literacy assessment and instruction. 			
<p>5. Students will learn how to influence local, state, and national policy decisions related to literacy education.</p>	<p>Advocacy Project</p>	<p>6.4: Understand and influence local, state, or national policy decisions.</p> <ul style="list-style-type: none"> - Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction. - Write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts. - Promote effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members. - Advocate with various groups (e.g., administrators, schools boards, and local, 	<p>1. Learning 2. Leading</p>	<p>KTS 10</p>	<p>Rdg 1, 2, 3, 4</p> <p>Wrtg 1, 2, 3, 4</p> <p>S & L 1, 2</p>

		state, and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction.		
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Standards Legend:

- | | | | |
|--|---|--|--|
| <p><i>International Reading Association (IRA, 2010)</i></p> <ol style="list-style-type: none"> 1. Foundational Knowledge 2. Curriculum and Instruction 3. Assessment and Evaluation 4. Diversity 5. Literate Environment 6. Professional Learning and Leadership | <p><i>University of Kentucky College of Education Framework</i></p> <ol style="list-style-type: none"> 1. Research 2. Reflection 3. Learning 4. Leading | <p><i>Kentucky Teacher Standards (EPSB, 2008)</i></p> <ol style="list-style-type: none"> 1. Teacher demonstrates applied content knowledge 2. Teacher designs and plans instruction 3. Teacher creates and maintains the learning climate 4. Teacher implements and manages instruction 5. Teacher assesses and communicates learning results 6. Teacher demonstrates the implementation of technology 7. Reflects on and evaluates teaching and learning 8. Collaborates with colleagues/ parents/others 9. Evaluates teaching and implements professional development 10. Provides leadership within school/community/profession | <p><i>Common Core State Standards: English Language Arts (CCSSO, 2010)</i></p> <p><i>Reading:</i></p> <ol style="list-style-type: none"> 1. Key ideas and details 2. Craft and structure 3. Integration of knowledge and ideas 4. Range of reading and level of text complexity <p><i>Writing:</i></p> <ol style="list-style-type: none"> 1. Text types and purposes 2. Production and distribution of writing 3. Research to build and present knowledge 4. Range of Writing <p><i>Speaking and Listening:</i></p> <ol style="list-style-type: none"> 1. Comprehension and collaboration 2. Presentation of knowledge and ideas <p><i>Language:</i></p> <ol style="list-style-type: none"> 1. Conventions of standard English 2. Knowledge of language 3. Vocabulary acquisition and use |
|--|---|--|--|